

**Texas Education Agency
Standard Application System (SAS)**

2018-2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<p>Place date stamp here</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -6 PM 2:16 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</p>
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Spring Branch Independent School District	101-920		N/A
Vendor ID #	ESC Region #		
74-6001379	IV		
Mailing address	City	State	ZIP Code
955 Campbell Road	Houston	TX	77024-2803

Primary Contact

First name	M.I.	Last name	Title
Julie	K	Hodson	Director of Grants
Telephone #	Email address		FAX #
713-251-2274	Julie.Hodson@springbranchisd.com		713-251-2274

Secondary Contact

First name	M.I.	Last name	Title
Christina		Masick	Chief Information Officer
Telephone #	Email address		FAX #
713.251.2249	christina.masick@springbranchisd.com		713.251.2249

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Scott	R	Muri	Superintendent of Schools
Telephone #	Email address		FAX #
713-464-1511	Scott.Muri@springbranchisd.com		713-251-2215
Signature (blue ink preferred)	Date signed		

2-2-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	NA as SBISD has a 2016–2017 Technology Plan on file with TEA.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Northbrook High School, Spring Woods High School, Westchester Academy of International Studies

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Access for Students

SBISD will meet the purpose of this grant opportunity by checking out personal technology and internet connection devices to high school students at schools with at least 40% economically disadvantaged (ED) students for their use during non-school hours. Based on a Technology Services parent survey taken at the beginning of this school year, the estimated number of ED students on the targeted campuses without devices capable of connecting to the internet are as follows:

1. Northbrook High School - 339
2. Spring Woods High School - 115
3. Westchester High School - 29

The total of estimated economically disadvantaged high school students without devices at the targeted campuses is 483. Since the budget allows for the purchase of approximately 159 devices, the devices will be distributed proportionally to the three high schools based on analysis of course enrollment done by the Educational Technology Facilitator over the Virtual High School.

Having these additional devices to check out to students will add to and leverage the existing inventories of devices currently available for check out through school libraries. SBISD librarians currently check out equipment (netbooks and hotspots) to students so that they can access electronic instructional materials through the Internet at home. Because of the extensive need for home access, the current technology lending programs at each of these campuses is limited to overnight checkout with the three-night checkout over the weekend. The overnight checkout process does not meet the needs of students in flipped/blended/on-line learning classrooms because of the need to access the learning management system during the day and at home.

Librarians will check out the devices and hotspots for internet access through the campus libraries. They will give priority to economically disadvantaged students without devices and internet access at home enrolled in the most rigorously academic courses including the following:

- OnRamps, a University of Texas - SBISD Dual Enrollment program starting in August 2018
- The Virtual High School online courses for original credit
- Houston Community College- Spring Branch ISD Dual Enrollment courses
- International Baccalaureate courses.

For these courses, devices will be checked out to students until students have completed the courses, which could be a semester or a year.

Residential Internet Access for Students

For internet access, the district already has mobile hotspots available for check out to students. Surveys show that there are more families with internet connections than devices but the difference between the two is small. Librarians will check out the hotspots along with the personal technology devices. The access to the Internet is cellular. The district's Sprint Project Leader will be the single point of contact serving as the liaison between the librarians representing the students and the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

cellular company to advocate for help with technical issues that may occur while using the Internet for educational purposes.

Our district's technology lending agreement includes an existing Responsible Use Policy that is signed by the parents or guardians and by the student. The Technology Lending Agreement provides that the Internet will be used solely for educational purposes by the student. The Technology Lending Agreement verifies that the students receiving internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS) for the appropriate grade level.

Insurance and Care of the Equipment

Our Chief Information Officer for Technology Services understands that the equipment purchased through this grant will become property of SBISD. She commits her division to accounting for the technology equipment purchased with grant funds in accordance with local Board policy. Since our district is currently self insured, even for technology lending programs, she understands that the grant funds may not be used to replace lost, stolen or damaged equipment.

In summary, through this technology lending check out project, we will address equity as it applies to internet access via personal technology devices.

Equality**Equity****For TEA Use Only**

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$140,301	\$0	\$140,301
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$140,301	\$0	\$140,301
Percentage% <u>indirect costs</u> (see note):			N/A	\$9,699	\$9,699
Grand total of budgeted costs (add all entries in each column):			\$140,301	\$9,699	\$150,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$150,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$22,500
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$ 140,301
Grand total:		\$ 140,301

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 101-920										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	159	100%												
Limited English proficient (LEP)	4	2%												
Disciplinary placements	0	0%												
Attendance rate	NA	94.2% at NHS 92.5% at SWHS 97.1% at WAIS	This is school level data. NHS = Northbrook H.S.; SWHS = Spring Woods High School; WAIS = Westchester Academy of International Studies											
Annual dropout rate (Gr 9-12)	NA	4.0% at NHS 2.8% at SWHS .3% at WAIS	This is school level data. NHS = Northbrook H.S.; SWHS = Spring Woods High School; WAIS = Westchester Academy of International Studies											
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	8	8	41	102	159

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In August of 2017, Spring Branch ISD included surveys, created by the district's Technology Services Division, in the registration packet parents received when verifying enrollment information for students returning to the district or when registering a child new to the district. Parents had the choice of completing the survey online or on paper. For its approximately 35,000 students, the district received 21,790 responses (15,556 online and 6,234 paper) from parents of PK through 12th grade students. Although the parents and guardians of ALL students were surveyed, the response rate varied greatly by campus, e.g. 270 at Northbrook High School (84 of which are in the Yes Prep High program), 698 at Spring Woods High School and 1,035 at Westchester Academy of International Studies.

The survey asked:

1. Does your child have access to the internet at home?
2. What types of devices does your child use to access the internet at home?
 - a. Laptop?
 - b. Smartphone?
 - c. Desktop?
 - d. Ipad?
 - e. More than one device?
 - f. No device?
3. How would you rate the speed of internet access in your home?
 - a. Fast - Able to play online games, watch videos, open docs w/o issues
 - b. Slow - Able to access internet but may have issues from time to time
 - c. Does Not Apply/Do Not Have Access

The survey questions were from a suggested list of questions created by:

- Consortium for School Networking (CoSN)
- Friday Institute for Educational Innovation at North Carolina State University
- Document: Digital Equity, Supporting Students & Families in Out-of-School Learning

Based on this survey, Northbrook High School, Spring Woods High School and the Westchester Academy for International Studies were selected for inclusion in this application because of their high percentages of economically disadvantaged students and because of their need to prepare ALL of their students for post-secondary education and adult responsibilities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students without a device at home.	It will allow students to check out internet enabled personal technology devices for use at home, which will help students who have no devices at home and those who can only access the Internet through a Smartphone.
2.	Students without internet access at home.	The mobile hotspots allow students who own devices but do not have Internet service access to the Sprint wireless network.
3.	Students with slow internet connections.	It will give students a higher speed internet connection through the hotspot or through an Internet enabled personal technology device or both.
4.	Students who are only able to check out devices overnight on a daily basis.	It will allow economically disadvantaged students to check out personal technology devices for use during their coursework for either a semester or a year.
5.	Students are not as prepared for college completion as they could be.	Checking out personal technology devices to students for use during non-school hours will give them the opportunity to practice self management of their time and the pace at which they learn.

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Schedule #14—Management Plan				
County-district number or vendor ID: 101-920			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Chief Information Officer	M.Ed Technology Services. District level administrative experience in multiple districts. Project Manager experience.		
2.	Educational Technology Facilitator	M.Ed Educational Leadership. Experience overseeing the Virtual High School. Previous experience as Project Manager experience for distribution and use of classroom devices.		
3.	Sprint Project Leader	Trained in setting up Sprint accounts and supporting the Sprint devices		
4.	Campus Librarians	M.Ed Library Science. Have converted the campus library from a traditional library to a "Learning Commons" where multimedia and technology resources are the focus. The Learning Commons is the hub of campus technology		
5.	Campus Technicians	Technicians are trained on troubleshooting and supporting the computing devices, the Google Apps for Education suite of tools, and the district's itslearning learning management system.		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Prepare to provide equitable access to students	1. Order devices	05/01/2018	07/15/2018
		2. Inventory & join devices to the district wifi	05/01/2018	7/15/2018
		3. Set up Sprint accounts for lending program	7/15/2018	08/08/2018
		4. Train librarians on lending program requirements	08/08/2018	08/15/2018
		5. Distribute devices to campus librarians	08/08/2018	08/15/2018
2.	Provide equitable access to students.	1. Select teachers and courses based on need	08/15/2018	08/31/2019
		2. Train students prior to their signing agreements	08/15/2018	08/31/2019
		3. Collect parent signatures on agreements	08/15/2018	08/31/2019
		4. Students check out devices, modems and hotspots	08/15/2018	08/31/2019
		5. Librarians monitor device checkout	08/15/2018	08/31/2019
3.	Monitor and adjust program to meet the needs of participants.	1. Collect home usage data via Sprint accounts.	08/15/2018	08/31/2019
		2. Collect data from the KACE ticket system.	08/15/2018	08/31/2019
		3. Comply with TEA program evaluation requirements	08/15/2018	08/31/2019
		4. Pre and post survey students every semester	08/15/2018	08/31/2019
		5. Pre and post survey every semester	08/15/2018	08/31/2019
4.	Review implementation and compile success and lessons learned	1. Reflect on surveys and data usage reports.	05/01/2019	08/31/2019
		2. Determine effectiveness of program.	05/01/2019	08/31/2019
		3. Prepare and present findings to all stakeholders	05/01/2019	08/31/2019
		4. Compare 2019 and 2017 parent survey results	08/15/2019	08/31/2019
		5. CIO reports to senior staff of parent survey results	08/15/2019	08/31/2019
5.		1.		
		2.		
		3.		
		4.		
		5.		
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Strategic Planning Coordinator tracks projects in software called AchieveIt to track the attainment of goals and objectives aligned to the district's Strategic Plan. She communicates directly with Project Managers and their division leaders to gather the information she needs. The software converts the data into visual representations on a timeline by month. Quarterly, she reports to the Board of Trustees, under the direction of the Associate Superintendent for Research and Design. In this instance, the lead administrator for the Technology Services Division is Chief Information Officer, Christina Masick. She, together with her Applications Director, Mark Maxwell will make sure that the Sprint Project Leader and campus technicians continue to work smoothly with the campus librarians. The librarians and technicians track hardware using FAS inventory tags and the library checkout system. Staff tracks all trouble tickets related to hardware/software tickets through KACE. To monitor the grant program, they will collect data each semester from the librarian, the Sprint account representative, and the KACE ticket system (hardware/software help desk). Conference calls/online meetings will occur between the Applications Director and the campus technicians and librarians to review the data and discuss possible refinements/alterations to the program if any adjustments are needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of Spring Branch's Strategic Plan is to double the number of students completing a technical certificate, military training, two-year degree or four-year degree. Focused and committed to T-2-4, Educational Technology staff continue professional learning around flipped/blended learning in digital environments. Our community expects campus leadership, staff, and students to collaborate using technology to help prepare students for competing in an interconnected world.

SBISD's Flipped/Blended/Connected Learning Network focuses on changing classroom practices to differentiate instruction thereby developing better teacher-student relationships. It moves curriculum from print to digital and makes all instructional materials and assignments accessible 24/7 to students and parents. It gives teachers time in class with students to go deeper with critical thinking and problem solving. SBISD students are working in a learning management system, called itslearning, which is similar to that which is used at colleges and universities. Being introduced to the concept of accessing class materials online and submitting assignments online is one more factor leading to success in post-secondary learning. The success of this initiative is largely dependent on students having access to the digital learning environment at school and at home. SBISD's TLPG will prepare students for postsecondary studies.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Library Management System Records	1.	Evidence devices are in inventory & tracked as checked out to students
		2.	Evidence librarians are promoting device check out
		3.	Evidence devices are checked out by semester/ the year as needed
2.	Sprint home usage report	1.	Evidence of an increase in home usage on report
		2.	Evidence of consistent home use
		3.	No reports of barriers for home use or barriers resolved quickly
3.	KACE tickets	1.	Zero or low number of lost devices
		2.	Zero or low number of stolen devices
		3.	Zero or low number of damaged devices
4.	Annual Technology Services Home Access Questionnaire	1.	Increase in home access to the Internet
		2.	Increase in devices to access the Internet from the home
		3.	Increase in the connectivity Internet speed
5.	Campuswide assessments (STAAR / MAP Tests / Panorama Survey)	1.	Increase in post-secondary preparedness
		2.	Acceleration of student growth
		3.	Increase in students connectivity to school

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Educational Technology Facilitator, supported by the Chief Information Officer and her Applications Manager, will use the data from Part One above to monitor the program to ensure the attainment of the Technology Lending Program goals and objectives. They will comply with all progress reporting that may be established by the Texas Education Agency (TEA). They will collect and report on the eleven performance measures that TEA lists on page 15 of the request for application program guidelines.

Campus librarians will use WASP, an asset manager, to manage the distribution of the personal technology devices and the hotspots. They will collect periodic data to assess program effectiveness and immediately refine the process building a stronger, more efficient technology lending program: The Sprint Project Leader will collect home usage data via Sprint statistics monthly. The Applications Manager will collect data from the KACE ticket system monthly to monitor lost/stolen devices and damaged devices. In August 2019, the Chief Information Officer will compare 2017 with 2019 annual home access survey data and share it with Senior Staff. This and all other data collected during the duration of the grant cycle will be used to inform others and help refine the districtwide technology plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SBISD will be expanding an existing technology lending program. SBISD librarians currently check out equipment (netbooks and mobile hotspots) to students in digital learning environments so that they can access electronic instructional materials at home. Because of the extensive need for home access, the current technology lending programs at each of these campuses, NHS, SWHS and WAIS, is limited to overnight checkout with the three-night checkout over the weekend. The overnight checkout process does not meet the needs of students in flipped/blended learning classrooms because of the need to access the learning management system during the day and at home. The need for access is far greater than the capacity in SBISD's current system because of the high number of economically disadvantaged students without home access to devices and/or the Internet. The current technology lending program at NHS consists of zero laptops and around 30 SPRINT hotspots that are available to over 2,000 students typically for overnight only. With over 82% (2,008) of the student population classified as economically disadvantaged (2016-17 TAPR), the current technology lending program and practices are not meeting the needs of NHS students. The current technology lending program at SWHS consists of 8 netbooks and 30 SPRINT modems that are available to over 2,000 students typically for overnight only. With over 74% (1,604) of the student population classified as economically disadvantaged (2016-17 TAPR), the current technology lending program and practices are not meeting the needs of SWHS students. The current technology lending program at Westchester Academy of International Studies (WAIS) consists of two netbooks and 38 SPRINT modems that are available to approximately 1,000 students typically for overnight only. With over 57% (586) of the student population economically disadvantaged (2016-17 TAPR), the current lending program is grossly inadequate to meet the needs of students at NHS, SWHS and WAIS, particularly those students enrolled in flipped/blended/on-line courses.

The Applications Manger will use grant program funds to purchase personal technology devices. The librarians will check out the devices and/or modems or hotspots to students for the duration of the course (semester or year) from the library (referred to in district as the Learning Commons). The campus technician will supply technical support for all program students.

The district rarely uses, if ever, IMA funds to purchase hardware. Senior Staff reserved those funds for instructional materials, bulbs, batteries, and software. Using bond funds, the district transformed the campus libraries into Learning Commons with an emphasis on technology tools and resources. The district provided each library approximately 24 Macbooks, 30 netbooks, and 7 N-Computing stations. The librarians received several hours of professional learning around their new environments and responsibilities. It is through the Learning Commons that SBISD's current technology lending programs exist. Librarians check out dedicated devices and hotspots to students on a first come first served basis. But again, to ensure equity during the instructional day, librarians require that these devices must be returned every morning to the librarian who flips them to devices for student use during the day. The modems are for overnight use only as well. This grant program will provide access to students in flipped/blended learning and online classrooms to a device and a mobile hotspot for the duration of the course that can be used at home and at school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Spring Branch Plan calls on the Spring Branch Community to work together to double the number of students who successfully complete some form of higher education. Known as Spring Branch T-2-4, the District aims for every SBISD graduate to successfully complete a technical certification or military training, a 2-year degree, or 4-year degree. Staying focused and committed to the Spring Branch Plan, Educational Technology staff continues to provide professional learning around flipped/blended learning in digital environments. Teachers at all grade levels are asked to help develop a robust learning management system where students access instructional materials, and submit assignments in the classroom or from home. Our Virtual School provides students access to online courses during the school day, but students may not be able to access their online courses after hours due to lack of Internet access and/or a personal technology device at home. The technology lending program will provide access to the learning management system 24/7 thereby supporting the T-2-4 goal.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Within the Technology Services Division, the district has a full-time Sprint Project Leader to check in and out Sprint modems and hotspots to students and employees. The modems and hotspots work through cell towers. He deploys devices to campus librarians who check them out to students. He monitors the location of the devices and their usage. He is the district's liaison to the Sprint Account manager. Together, they troubleshoot any difficulties in accessing the Internet.

SBISD has a "bring your own device" (BYOD) program. Many students do bring devices to school. They range from smartphones to full size laptops. While in school, they use their own devices but not their personal data plans because they access the district's wifi. However, when they go home, they are on their own data plan which is often very limited. Most do not use their personal data plans for school work. Access to instructional materials and productivity in the classroom often requires a device other than the smartphone in order to be able to access, contribute to, and create using their Google Apps account. Additionally, any online materials adopted from open educational resources, Turnitin, and the library databases such as ABC CLIO may not be accessible on iOS and Android devices.

Economically disadvantaged students without Internet access at home and participating in a flipped/blended learning and online classrooms will be given priority in the technology lending program at NHS, SWHS and WAIS.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The focus of the Spring Branch plan is to personalize the learning environment for every child. That requires teachers to make decisions that are based upon the individual needs of learners in the classroom. Technology, when leveraged appropriately, can aid in the personalization of learning. SBISD has provided a small number of devices in every classroom and has developed the Bring Your Own Device (BYOD) policy to increase student access to digital content, yet inequities remain. The technology lending program will take these two initiatives (classroom based devices and BYOD) to the next level. This is how the technology lending grant program aligns with current curriculum, instruction, and classroom management policies and practices in participating campuses. Flipped/blended learning practices, classroom based devices, BYOD, and a smaller technology lending program are already active in the district. Teachers are actively engaged in creating digital content and using existing digital content rather than relying on outdated textbooks alone. Teacher created curriculum within the District framework does not allow for overreliance on outdated, printed, instructional materials. This approach encourages teachers to make instructional decisions for each student thus personalizing the learning experience.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SBISD teachers have the autonomy in the classroom to create their own instructional materials within the framework of district expectations. Flipped/blended learning teachers do just that. They align all instructional resources to the District framework. Their teacher created curriculum also utilizes a variety of resources some of which are:

- TED Ed
- YouTube
- Teaching Channel
- Open Educational Resources
- PhET
- Discovery Education
- Online textbooks
- Online Databases
- Personal Learning Network
- Online assessments through Eduphoria

In addition to all of the above resources, teachers at NHS, SWHS and WAIS are creating their own videos, tutorials, etc, for access via itslearning, our learning management system.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure accessibility for all students during the instructional day, Spring Branch ISD provides wireless connectivity to all campuses and buildings through a centrally managed 802.11 ABGN wireless network. Additionally, the district upgraded the district Internet connection to 1 GB. Students have no issue jumping onto the Wi-Fi using either a District or personal device.

The District's infrastructure is adequate to support online teaching and learning for both the BYOD initiative and the classroom based devices. Adding additional grant program devices will not negatively impact the District's infrastructure.

The mission statement for Technology Services states:

Technology Services provides service and support to schools and offices in Spring Branch ISD in the acquisition and use of technology to:

- enhance performance,
- ensure the availability of information for users,
- provide timely and accurate information about students, and
- support services.

Further support for a robust digital environment can be found in the goals of the Spring Branch Independent School District Technology Plan, 2014-2017:

- Provide access at home to students that are participating in a flipped/blended environment
- Expand a program where teachers and students will use a learning management system that supports personalized learning in all curricular areas and provides access to curriculum and course documents 24/7.
- Support flipped/blended learning strategies in grades K-12 to promote student ownership of learning.
- Use online web based instructional software in small groups and at home to facilitate differentiated instruction.
- Maintain and support a technology overnight lending program that creates a system of campus based technology support (hardware and software) for students through the school library.
- Offer expanded curricular and instructional opportunities to students via online through learning management systems.
- Enable secure after-hours access for staff and students to electronic data storage.
- Continue to provide secure after-hours access to SAN Folders for staff and students from locations in and outside of the district.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An Educational Technology Facilitator together with classroom teachers and librarians will create a parent/student informational training for the campuses to set expectations and explain the process for participation. Training will include the care of both the devices and the modem, responsible use, digital citizenship, and the cost of the damaged devices to the student/parents should such case occur. Students and parents will receive the following three documents for review: (1) Technology Lending Program Student/Parent Equipment Use Agreement, (2) User Acknowledgement of Responsibility Agreement, and (3) the Parent/Guardian/Student Acknowledgments: Technology Acceptable Use Agreement. As part of the training, parents and students agree to provide a safe and secure environment for the equipment, to follow the procedures for reporting a theft of a computer, to follow the SBISD Acceptable Use Guidelines and to return the equipment on or before the end of the course for which the device was checked out. The training and the equipment use agreement will mitigate the risk of losing the devices.

The librarian will check out the devices to students using the WASP asset management barcodes. The librarians will scan identification numbers into a database maintained by the asset management system. The campus technician will troubleshoot devices with students and provide hardware support when needed. The campus technician will also maintain through SBISD's internal trouble ticket system, repairs and replacements of the devices and hotspots.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff in the Technology Services Department will track technology lending equipment using the standard district procedure for tracking equipment. Technology Services staff will inventory them, and record them as purchased with technology lending program grant funds. They will then join the devices to the district's Wi-Fi. Technology Services's employees will deliver the devices to the campus librarians. The librarians will verify delivery and secure the devices for distribution to student participants. Meanwhile the librarians will ask teachers to conduct a needs assessment and create lists of students and whether or not they need a device, a modem or both since not all parents completed their surveys.

Librarians will electronically check out devices to students using WASP, an asset manager, at which time students will assume responsibility for proper use and maintenance of the device while in their possession. The librarian will set up Sprint accounts with the Sprint Project leader and check out the modems using the same method. The campus librarian, supported by the classroom teachers, will keep track of devices throughout the course of the grant program and thereafter. The campus technician will track the condition of the device each semester when students turn in their devices unless continuing with the second section of the course. Regardless, all participating students will produce the device at periodic classroom checks.

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